

Year 8 - Rock to Pop

PowerPoint Presentation

4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
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Your task is to choose ONE song by ONE of the bands below and IN PAIRS answer questions on **the 6 concepts of music**, which you will find on the following page.

You will need to present your analysis of your chosen song to the class in a power point presentation.

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|------------------|-------------|-------------------------|-------------|
| • Johnny O'Keefe | 50's & 60's | • Rose Tattoo | 70's |
| • The Seekers | 60's | • The Little River Band | 70's |
| • Stevie Wright | 60's | • Split Enz | 70's |
| • Col Joye | 60's | • Bee Gees | 70's |
| • Delltones | 60's | • Masters Apprentices | 60's & 70's |
| • ACDC | 70's | • The Angels | 70's |
| • The Easy beats | 70's | • Marcia Hines | 70's |
| • John Farnham | 70's | • Sunnyboys | 70's |
| • The Skyhooks | 70's | • Renee Geyer | 70's |
| • Cold Chisel | 70's | • Olivia Newton-John | 70's |
| • Daddy Cool | 70's | • Jon English | 70's |
| • Radio Birdman | 70's | • Air Supply | 70's |
| • Fraternity | 70's | • Peter Allen | 70's |
| • Sherbet | 70's | | |

6 Concepts of Music

In your power point presentation, you need to answer the questions below ABOUT YOUR CHOSEN SONG. You must also give musical examples to support your answer.

Your teacher may ask to hear your musical example; therefore you need to have an understanding of your notes as well as the parts of the song you have chosen to support your answer. To make your presentation flow, LABEL your notes with minutes and seconds.

E.g.

- The range of notes used in the melody is narrow – 1 min, 46 sec
- The guitar plays a solo part – 2 min, 35 sec
- The volume becomes louder in the chorus – 3 min, 5 sec
- The texture is monophonic – opening section

6 CONCEPTS OF MUSIC – QUESTIONS

Answer these questions in FULL SENTENCES in your power point. One slide per concept!

PITCH

1. What is the tonality of this piece? (major/minor)
2. In what register is each instrument generally playing?
3. Is the piece based on the major or minor scale?
4. Does any instrument use the blues scale? If so, where?
5. Is the melody narrow or wide?
6. Name the instrument that plays the main melody/theme/riff (vocals are an instrument)

DURATION

7. What is the time signature of this piece? What does this mean?
8. What is the tempo of your song? Use Italian terminology such as *lento*, *moderato*, *presto*
9. Is there an ostinato pattern? If so, which instrument plays this?
10. Is syncopation used? If so, by which instrument?
11. Does your song have an anacrusis? If so, explain this function.

TEXTURE

12. What are the various textures used in your song? (poly/mono/homophonic) Give details.
13. Does your song use a call and response? Between which instruments?
14. Is repetition used in your song? If so, where and by which instrument/s?
15. Do any instruments play in unison? (same thing, same time)
16. Is imitation used?

tone colour

17. List the instruments used in your song
18. Are these instruments acoustic and/or amplified? Label each instrument.
19. What family does each instrument come from? (aerophone, electrophone etc...)
20. List 10 adjectives that describe your song.
21. Is technology used in your song?

DYNAMICS & EXPRESSIVE TECHNIQUES

22. What volumes are used in your song? E.g. *p*, *mp*, *mf*, *f*, *ff* etc...
23. Does the volume change? If so, when?
24. List expressive techniques used by each instrument. (eg, guitar strummed)

STRUCTURE

25. What is the structure of your song? Label each part.
26. How many bars does each section go for?

Student Name _____

Stage 4 AURAL
Assessment Task Marking Criteria Guide
Year 8 Rock to Pop SONG - PowerPoint Presentation



GRADE	CRITERIA
EXTENSIVE	<input type="checkbox"/> Demonstrates a high level aural awareness and understanding of musical concepts in chosen repertoire <input type="checkbox"/> Supports the discussion with relevant musical examples
THOROUGH	<input type="checkbox"/> Demonstrates a thorough aural awareness and understanding of musical concepts in chosen repertoire <input type="checkbox"/> Presents relevant musical examples
SOUND	<input type="checkbox"/> Demonstrates some aural awareness and ability to discuss the use of musical concepts in chosen repertoire <input type="checkbox"/> Presents some relevant musical examples
BASIC	<input type="checkbox"/> Demonstrates basic aural awareness and skill in discussing the musical concepts in chosen repertoire <input type="checkbox"/> Presents some musical examples with inaccuracies
ELEMENTARY	<input type="checkbox"/> Demonstrates limited aural awareness and skill in discussing the musical concepts in chosen repertoire <input type="checkbox"/> Uses irrelevant or inappropriate musical examples
NOT SHOWN	<input type="checkbox"/> Assessment fails to meet course requirements